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In the Editor's Corner

Our guest editorial is written by Dr. Karl W. Bookwalter, Director of Research for the School of Health, Physical Education, and Recreation at Indiana University, and a former editor of the PHYSICAL EDUCATOR.

Where The Trouble Lies

AN EXTENSIVE and intensive survey of high school physical education programs is in progress. Some twenty-three states are involved. In seventeen states some 1,728 schools have been visited. The results are written up for four states and others are in various stages of completion. On the whole, we appear to be about 29 per cent effective in the schools so far reported. The LaPorte Score Card is the basis for the evaluation.

An analysis as to where the responsibility lies for compliance with the 100 items of the score card was carefully made. It appears that 11% of the items are the sole responsibility of the teacher, 37% are joint responsibilities and 52% of the items are purely administrative.

One unequivocal fact stands out! If our programs are to improve our school administrators must be informed as to the needs, sold as to their essentiality, and convinced we will capitalize on 89% of the practices involved in this study.

Another comparison was made. In six states so far, it was found that teachers were 23% effective in ***their*** duties, that 30% of the mutual duties were met, and the administrators were 31% effective in their areas of responsibility.

Thus it can be seen that we teachers are most remiss in duties solely ours. Let us set our house in order if we wish others to cooperate or to meet their own responsibilities.

We could improve our national status appreciably within a year if we would but do the following eleven simple things.

1) Properly balance our programs between gymnastics, rhythmics and sports.
2) Place a yearly program for each grade in the office of the principal and post our plans on the bulletin board to implement it.
3) Provide continuous supervision of the locker rooms.
4) Keep our supplies in proper condition.
5) Make proper provision within our classes for cases deserving individual attention.
6) Properly classify these pupils within our classes.
7) Provide a similarly balanced program for the restricted pupils.
8) Secure home cooperation for practicing exercises.
9) Belong to our national association, attend its meetings and own the books and magazines essential to our teaching.
10) Balance emphases upon fundamentals, rules and strategy, social qualities and health and safety factors in our teaching.
11) Test for results in each of these areas.

Are these too much to expect from a sincere teacher who is presently rather well paid?

Karl W. Bookwalter

The Art of Living

John M. Harmon

THROUGH research in the sciences of chemistry and physics we have come to a time when we almost control our environment. We have almost attained the ability to feed everyone on earth with little effort on the part of only a few. We seem near to a time when we could blow up the surface of the earth and everybody on it. Yet we know *comparatively* little about how to live, and relatively small amounts of money are available for research directed toward a better understanding of the art of living. However, the slowly trickling knowledge on the functioning of the nervous system is kindling a light that will no doubt bring about a way of life to overcome the handicaps of present "high" standards or unnatural ways of living for those who are privileged or forced to observe nature's laws.

Nature's laws may, in part, be better understood in terms of the functioning of the nervous system as a gradient. We may better understand "the art of living" through an understanding of the various levels of experience that are a part of the daily life of every adult. These are the biological level, the habit level, the sensory level, the mental level, and the spiritual level.

The Biological Level

This includes the basic organic and necessary processes such as the cardiac function, respiration, reproduction, and assimilation and digestion of food. The major control of these functions is centered in the autonomic or involuntary nervous system. We live in a land of plenty, in which these needs of mankind are met more adequately than at any other time or place. As animals, we have come almost to the millennium. These are real basic human needs, and maximum organic health is fundamental to and foundational for efficient functioning on higher levels.

The Habit Level

Such a level has become a major way of living for entirely too many of us. We are slaves to habits. Motor habits are controlled from the cerebellum or lower part of the brain, just above the spinal cord and the autonomic nervous system. In a machine age, piece work has become the rule in office and factory. In fact, the assembly line and the use of machinery in farming has resulted in bringing monotony and drudgery to the work of about ninety percent of employed persons in our country. This change has come about in a few short decades from the days of frontier life in America in which most people were occupied with making a living with their hands, in fishing, hunting, hoeing, and cradling grain. Other artisans made our shoes, our clothes, our homes, our music, our pictures, and enjoyed living while doing it. Most jobs have become "sentences" to a life of drudgery, second only to solitary confinement.

The Sensory Level

This is centered in and controlled by the cortex of the cerebrum or mid-brain, which lies just above and in front of the cerebellum. By sensory life, we mean the experiences of seeing, hearing, tasting, smelling, and feeling, or the kinesthetic or muscle function.

The kinesthetic sense of feeling is much more important than the other four. It is basic to life. A few people lose one or more of the other four senses and nature compensates through the other senses, and particularly through an overly developed kinesthetic sense. But it is the cultivation of the kinesthetic that is most neglected by the average person in this machine age.

The Mental Level

In the broadest sense, this would refer to all conscious experiences, which would include all sensory experiences. However, we here use the term in the more popular sense in describing only those abstruse experiences of reasoning, worrying, exercising the more ethical niceties of life, or philosophizing. This level of life is centered in and controlled from the frontal lobe or association area of the brain, which is located in front of the cerebrum. In contrast to the overwork of the masses on the habit level, this level is overworked by business executives, some professional men, by many social climbers, misfits in any social environment, and many others.

The Spiritual Level

In the art of living, one cannot live a full and wholesome life without attention to growth and development upon the spiritual level. Even here, the foundation for personal development rests upon organic health, approved habits, vigorous and relaxing social recreation, and stimulating mental activities.

Perhaps the foundation for wholesome living upon the spiritual level is a synthesis of all those personal experiences that are described in this article as part of the "art of living."

The Problem Today

Nervous breakdowns seem to be increasing rapidly. Neurosis seems even now to have become our greatest malady. One of the more common

types of nervous crack-ups is treated by surgery upon this frontal lobe. There seems to be ample evidence that a major cause for this malady is the loss of an adequate foundation in the motor area of the cerebrum. Just as organic health on the biological level is fundamental to efficient functioning on the higher levels in this gradient system, likewise, the continual development of the motor area of the cerebrum is imperative to the continued normal functioning of the association area. The balanced way of life, to which so many give verbal support, can not be a reality in the life of an individual without the cultivation of the most important foundation in the cerebrum, namely the kinesthetic area.

All-Around Living

The balanced way of life or all-around living is that living which provides the individual and the masses with adequate experience and stimulation through each and every one of these five senses. The 1953 way of life just does not do this. Modern science in "the chemistry and nutrition of foods" has almost eliminated the absolute need for smelling and tasting, and we have lost much in the art of living by the fact that so few are developing in the culinary arts.

Modern radio, television, movies, easy, efficient and economical transportation methods, and plenty of money for all to have these pleasures has brought us to a type of passive living in which we seem to have relatively little need for the cultivation of motor skills. So few are interested in the fine arts that they are often classified as eccentric. The former Dr. Richard C. Cabot observed that "the popular arts of baseball and the dance are suffering from vulgarity while the fine arts are dying from super-refinement."

We can not go back to the frontier ways of life to which we owe much for our heritage of relative stability in the nervous system. We are rapidly losing that heritage through the loss of the demands of frontier struggling with the hands. We are losing it although an adequate substitute for frontier ways of life has been found in popular and universal sports programs. We are losing it because sports programs are being disgraced and are losing popular support due to the invasion of professional gamblers. The tendency of the average person is to play up and blow up the rumors of scandal as well as the slightest infractions of ethical rules where they occur in relation to our sports program. There has always been a small minority in any profession or any group who do not play the game fairly. They are still a small minority, but they have been given the stage with all the spot lights of the press, radio and common gossip.

What Can Be Done

The fine arts are splendid substitutes as palliatives to the needs of the nervous system for the balanced way of life, if we fail to popularize them we miss another opportunity. As I was visiting a neighbor recently I was invited by a teen age son to see his sports equipment in his bedroom. He is an accomplished athlete. I noted an excellent painting upon the wall of his room. Remembering that his town includes a well known art colony I was curious about the picture. I said, "Did you paint that picture?" After hesitating he said, "Well, yes, I did, but let's just keep that between us." We need to develop social approval for the fine arts, to make them as popular as baseball. Some good promotion would do it.

The play of children is composed of comparatively simple skills, most of which in time become habits, at which stage of development the control is shifted from the cerebrum to the cerebellum. Thus the motor area of the brain is stimulated only by new skills, or *improvement* in skills of long standing. In other words, growth or improvement is fundamental to the highest level of the art of living, not just exercise in the repetition of habits. Play is learning and work is the repetition of habits. Interest in a game is not inherited. Interest in anything is based upon and due to experience.

Many professional and business men are committed to this principle of the balanced way of life and are attending evening schools of arts and hand crafts. The development of an active hobby is often a preventative of nervous breakdowns and the need for psychic surgery. Recreational therapy is safer than psychic surgery as a healing process but is a hopeless remedy when the subject is in late stages of deterioration of stability, because the patient then has lost the will power necessary to self direction.

For the craftsmen such as carpenters, plumbers and painters, who work upon the sensory level, a cultivation of new interests on the frontal lobe level is good recreation. These craftsmen may profit much in mental health by reading books. They will find harmless diversion in movies, television and radio, but such passive amusement should not be confused with recreation, as recreation is active participation. Even the craftsman will profit most, not through passive amusement but by making one of the fine arts his or her hobby.

The rapid decline in mental health can be remedied most easily through a greater emphasis in our school programs upon the fine arts, handcrafts, and recreational games in the physical education program. Teach our youth the skills they need now and in later life. It is "later than you think." Let's begin TODAY.

A Reply To Dr. Williams and to Dr. Oberteuffer

C. H. McCloy

Our readers are asked to refer to the original article by Dr. McCloy, "A Planned Physical Exercise Program, or 'What Would You Like to Do Today?'" which appeared in the May, 1953, issue of *The Physical Educator*, and the statements by Dr. Williams and Dr. Oberteuffer, which appeared in the October, 1953, issue of this same magazine.

IN THE TYPE OF article which was published under my name in the May, 1953, issue of *The Physical Educator*, I did not consider that I needed to document each statement. That article was not a research report: it was merely an exposition of some of the writer's beliefs. If all beliefs of educators had to be completely proven and documented before they could be expressed in print or be put into action, about 90% of the philosophical papers we publish, and of the practices in which we engage in education would be unpublished and undone.

Since both of my critics have commented on my use of the term "physical," I shall first comment on this, as, in a way, it is basic to further discussion of my article. As both should know, I have spoken and written at considerable length concerning the unity of the organism, and the impossibility of training only one part of it. It is, however, often difficult to make one's self clear in that terminology and not have to write a paragraph to expound what a word or a phrase would tell in simpler language; and since practically everyone knows what is meant by "the physical," "the mental," and "the moral" aspects of education, I have chosen to utilize those words.

I realize as well as anyone that practically every constructive act involves the psycho-motor or/and the neuromuscular aspects of the total organism. Dr. Einstein could not have recorded his mathematical studies concerning relativity without using either the muscles of his speech mechanism or those used in writing; but no one, I imagine, would associate those studies with exercises of *physical* education. Probably all of us use outmoded terms, because, owing to long use, they are clear to practically everyone. I suspect that each of my critics uses the term *malaria* to denote a specific disease, without protesting every time he uses it that the *word* implies that the disease is caused by "bad air"! Hence when I state that "I should like to remind you that *our* field is the only one in education that works primarily with the *physical* aspects of the organism." I use the word *primarily* in terms of one of Webster's definitions, namely, that it should be given chief or principal emphasis *in this situation*, and I use the term *"physical aspects of the organism"* to indicate that the psycho-*motor* aspects of the organism may be markedly improved through progressive exercise of extensive muscle groups[1] in large enough doses to induce progressive improvement in the strength and endurance of the muscles and the functioning of pertinent auxiliary systems[2], such as the circulo-respiratory mechanisms and the central and autonomic nervous systems. I use the term "mental education" to indicate the type of education most frequently stressed in the classroom ("the placing of the major emphasis on the interpretive functions of the organism"), and the term "moral education"[3] to indicate what is frequently *not* stressed in that type of varsity athletics that is more big business than education! I shall continue to use these terms here.

Let me summarize the major arguments in my article:

1. Physical education is the only field that places a major emphasis on the physical aspects of the organism (this does *not*, of course, mean that it does not place emphasis on other aspects of the organism, such as the interpretative and emotional).

2. Physical education should work *through* the physical in accomplishing all of its educational functions, but should emphasize the development of the physical itself to a very large degree.

3. I protested *not* against the educational programs of physical education—and it should be noted that I made the statement that progressive education was an *excellent* movement in its saner and more intelligently thought out forms—but that I did protest against the type of "perverted Deweyisms and the lunatic fringe of progressive education"—and those "debating society groups" that seem to advocate that physical educators must assume a major responsibility for *all* constructive aspects of education without of necessity placing any especial emphasis upon the more physical aspects.

4. I quoted Dehoux primarily to pin down a term (formative physical education) which appealed to me, and I quoted Thulin (and I should have quoted Frau Liselott Diem) not because no Ameri-

[1] Often erroneously called "big muscle exercise": we use the smaller muscles as well as the larger ones in all of our exercises of gymnastics and sports, and the pianist, the typist, the lecturer, and the mathematician each uses his large ones as well, yet no one of these "exercises" would be considered important as *physical* education.

[2] See C. H. McCloy, "Endurance," *The Physical Educator*, 5:1, March, 1948, pp. 9 ff.

[3] Are we to imply from Dr. Oberteuffer "(sic)" that he does not approve of education relating to morals? or that education cannot be moral?

can physical educators had suggested that we emphasize physical education for youth, but because I knew of none that had offered a well worked-out *program* for doing this. Thulin and Frau Diem particularly have organized and published such programs, and, as stated in my article, Knudsen had made specific proposals for some aspects of physical education for the *very* young child.

5. I emphasized physical education for the post-school years groups, the great neglected group in the United States.

6. I suggested more emphasis upon carry-over activities and the need to teach the kind of exercise programs that *can* be pursued *now*. Contrary to what Dr. Williams implies, I did *not* imply that our programs now or in the future should be limited by our present day facilities or equipment. I have elsewhere stated a number of times that we not only need to press for better facilities, but that we need to convince secondary school children and college students, during those years in which we have them in school, of the need for such additional facilities, to the end that when they become voters they would tend to vote to provide such facilities.

The point that I emphasized, and I still emphasize it, is that a sports program *alone* at the present time or in the *near* future will always leave about 95% of the people in large cities, and probably two-thirds of the people in the moderate size cities, *without any exercise program at all*, simply because adequate facilities for sports do not exist at the present time in this country. It would seem to me most logical in that situation that *at the present time* one should advocate the teaching of the kind of activities that *can* be conducted at home, in back yards, and in blocked-off streets, *as well as* to advocate participation in sports where the facilities exist.

7. I thought that I had adequately emphasized the educational aspects of physical education in my last paragraph when I suggested that we attempt to resuscitate the "physical twin (of physical education)", in other words the half of the program that would emphasize the physical. The other half should, I believe, continue to be (a more intelligent) emphasis primarily on the educational aspects.

I am afraid that Dr. Williams in particular has assumed that I was writing of his teachings and philosophy: I was not. Anyone who has read Dr. Williams' text on the Principles of Physical Education carefully, and I have, knows the stress that he has placed on what I have called "the physical aspects" of physical education.[4] Neither was I writing in any deprecating way of Progressive Education. Most *competent* physical educators are progressive educators, whether they realize it or not.

[4] Fifth Edition, all of Chapter III and a few parts of Chapter X and of Chapter XIV.

I was writing of the very *numerous* teachers of physical education who, partly because they are lazy or incompetent, or both, do almost no preparing for their physical education classes, but usually play basketball or anything else the class requests without even attempting to instruct the players in order to bring out such educational aspects of those activities as might be possible of achievement. Some of these people have read a few articles or books on Progressive Education, or heard a talk or two about it, and have assumed that Progressive Education means that the pupils should do just about whatever they wished. This type of "perverted Deweyism" is as much opposed by enlightened Progressive Educators as it is by me. In part I was writing to criticize *any* physical educator, young or old, who has retired intellectually and is no longer striving to make progress in both the philosophy and practise of his profession.

As to the implication that I look down upon what is frequently thought of as the more "educational aspects" of physical education, I am sure that both of my critics have read parts at least of my somewhat extensive writings in the field of "educational" physical education and cannot be entirely ignorant of the fact that I have written perhaps as extensively as they of this area. In view of the fact that I started writing in this field (in the Chinese language) as early as 1916, I suspect that I have written at least as much as either of them has on the educational aspects of our profession. Obviously, I cannot be a disbeliever in this aspect of our professional teaching.

Now for a few comments on individual criticisms. I fail to grasp Dr. Williams' feeling that I am trying to use the "guilt by association" notion: the only guilt that I had in mind was that of no preparation and poor teaching. The title of the article was merely an attempt to contrast extremes (a *very* common practice of Progressive Educators). If I used the terms "education of the physical" and "education through the physical" in some ways that gave Dr. Williams the wrong impression, I am sorry. I have read Professor Williams' treatise thoroughly and agree quite heartily with his contentions except that I probably emphasize the importance of heavy dosages of exercise more than I seem to find in his writings.

I certainly intended to offer no gratuitous insult to my professional colleagues in the latter part of my article. I *do* know *numerous* physical educators (most of them not very good physical educators, it is true) who know very little about physical education, though often quite a bit about technical educational theory, and who are continually being distressed by the comments of their colleagues in the Colleges of Education.

If I may switch momentarily to bring in Dr.

Oberteuffer's comment in this connection, I did *not* blame such a transition of a fading out of the emphasis on the physical aspects of education to those who speak the language of the educator. I speak that language myself. If one will read my article carefully, he will find that I made the statement that I thought that some of the fading out of this emphasis came from those of our profession *who have developed inferiority feelings*. . . . This is far from stating that all of those who speak the psychological and educational jargon[5] disbelieve in the physical aspects of physical education. Since Professor Williams implies that I have not read his works carefully, I should suggest that he read my article more carefully, and without coming to his conclusions from reading the title above, before making assumptions that are not justified by the language of that article itself.

Finally Professor Oberteuffer suggests that I could not support my statement that careful attention to a type of formative and preventative physical education could prevent the development of most of the orthopedic disabilities of which we are now forced to prescribe corrective and adaptive measures later. I suspect that I could support this about as adequately as Professor Oberteuffer can support half of the very positive statements in his own writings. However, I am convinced from the statements of such orthopedists as Steindler, Lowman, Lovett, and Goldthwait, among others, as well as from the experience of many of the Scandinavian and Belgian physical educators who *have* emphasized the corrective and formative work from the elementary school on up, that this type of program *can* be documented at least well enough to justify a considerable amount of emphasis on this kind of physical education. It has certainly not been extensively tried in this country.

If my critic friends would really like to find a term to criticize, I should suggest that they give attention to the words "physical education." Here is a semantically indefensible term which, like the term *malaria*, we continue to use because of its old associations. In view of the criticism of my use of the term "physical" I should like to ask my friendly critics if they believe that *education* can be *physical* alone? (No, I *didn't* imply that it could.) Yet that is probably the implication of the term. We shall never do it, I am convinced, but we would do better to go back to the older term of "gymnastics" in the original Greek sense—where in early Greek education it denoted everything of the types of exercise and sports that we now include in physical education and its twin brother, athletics. Etymologically, "gymnastics" in its early sense in Greece meant "that which one did when naked." In view of the rapid reduction in the amount of clothing worn by both boys and girls in gymnasium classes, I rather suspect that within a few decades we shall be back almost to the Greek beginnings in this regard!

[5] I would, however, be willing to go on record as saying that if more of us would use language more intelligently, and say what we mean, unconcealed by much of the Washington-like jabberwocky of some professional educators, that we would render physical education a service. I *can* talk "educational pig-latin," but I prefer to talk English!

Did You Know

That the new 1953 printing of the SUGGESTED SCHOOL HEALTH POLICIES is now ready? This is the 14th printing and nearly 250,000 copies have been distributed. Write the Health Education Council, 10 Downing Street, New York 14, N. Y. Single copies 35c.

That the Athletic Institute has recently added a new slidefilm "Beginning Softball" to the nine others already available? Write the Athletic Institute, Film Department, 209 S. State Street, Chicago 4, Illinois for details.

That a GUIDE FOR COORDINATING SCHOOL HEALTH PROGRAMS IN ARKANSAS, a report of the School Health Workshop was recently published in Little Rock? It represents the cooperative efforts of the Arkansas State Board of Health and the Arkansas State Department of Education, and the help of approximately a hundred lay and professional people.

Conventions

College Physical Education Association,
December 30-31, 1953, Chicago, Illinois

Southern District AAHPER,
February 24-26, 1954, Biloxi, Mississippi

Midwest District AAHPER,
March 31, April 1-2, 1954, Indianapolis, Indiana

Southwest District AAHPER,
March 31-April 1-3, 1954, Tucson, Arizona

Northwest District AAHPER,
April 3-10, 1954, Eugene, Oregon

Central District AAHPER,
April 7-10, 1954, Lincoln, Nebraska

National and Eastern District AAHPER,
April 18-23, 1954, New York City.

Make your plans NOW to attend the one nearest you and get the latest professional help and inspiration.

Athletics and Physical Education

A. H. Seidler

UNDOUBTEDLY, ONE of the greatest problems in the field of physical education today is that which is concerned with the relationships between physical education and varsity athletics. The many recent scandals such as the Madison Square Garden bribing affair, the West Point cribbing incident, and the University of Kentucky scandals all point up the fact that there is something seriously wrong in varsity athletics today.

In spite of the fact that certain codes of conduct are theoretically in force, it appears that few people seriously believe many of the major schools are conforming in all respects to these moral, ethical and educational standards. Everywhere there exists a powerful mass skepticism about the ideals, standards and practices existing in competitive athletics today.

The pressure exerted by some athletic departments, by alumni groups, and by booster organizations upon academic faculties, to coerce them into fixing grades, lowering standards and encouraging moral lassitude are bitterly resented by many college faculties. In a great many schools the department of physical education is under the direct supervision of the athletic department. In others the athletic department exerts a tremendous influence upon the physical education faculty as well as the rest of the academic faculty.

Coaching vs. Physical Education

As a result of this frequently unpleasant condition there has been a strong reaction both among the coaches group and among the physical educators to separate, at all costs, coaching and physical education. Some leaders in physical education say that if they had their way every man involved in coaching or physical education would have to choose one or the other. He would be either a physical educator *or* a coach. Never would he be allowed to teach physical education *and* coach. One physical education leader made the statement that in his opinion a man who is coaching and teaching physical education invariably will neglect his duties in physical education so that he may do a better job in his coaching. As a consequence, this administrator suggests that the coach combine his coaching duties with academic teaching, rather than physical education.

The writer feels however that any man who will neglect part of his duties in favor of another part of his duties will neglect that duty no matter what it is, whether it is physical education, mathematics, general science or any other academic subject. Our problem is not to separate the two activities but rather to find people who are qualified in both and conscientious enough to do a superior job in meeting all of their employment responsibilities.

Coaching is merely one phase of physical education. The coach deals with exactly the same basic principles and skills of physical education, only in this case he is applying them to a superior performer at a top level of competition.

All physical acts such as running, throwing, kicking, jumping, etc. are governed by the laws of kinesiology regardless of the degree or the level of performance. Throwing a football in a touch football or flicker ball class is exactly the same skill dependent upon the same fundamental knowledges and abilities as throwing a football in a varsity athletic contest. It is impossible to separate varsity athletics and physical education. Varsity athletics ARE physical education.

The Challenge of Athletics

It is the opinion of many professional acquaintances of the writer that varsity coaching is not an activity which is limited to those who have received divine guidance. Many outstandingly successful coaches achieve this success by hard work and diligent study. They do not feel it necessary for the varsity coach to sneer at education. They do not feel it necessary to encourage athletes to avoid education like the plague, or to steer them into snap courses, with snap instructors, or to teach them by example that lying, cheating and hypocrisy are a successful way of living. There is no reason why varsity coaches in the powerful athletic schools cannot be men with good academic training in the profession of physical education, who have a high regard for academic standards in education and who are sincerely interested in the total welfare of their athletes, the student body of the school, the faculty of the school, and the institution itself.

A Solution to the Problem

There has been much discussion in the newspapers of America about the tremendous overemphasis at present in big time sports. This discussion has pointed out the fact that eventually if varsity athletics are to continue to exist they must return to the control of the faculty. The writer might suggest that college presidents interested in bringing varsity athletics back into the academic realm and under the control of the school faculties might combine all varsity athletic pro-

grams with their department or school of physical education.

This would put these combined organizations under the direction and administration of men who are educators in physical education but who also have an awareness of the tremendous contribution that varsity athletics can make to the life and traditions of the school. Under the leadership of men highly trained in the knowledges and philosophies of the profession of physical education and at the same time sympathetic with the true aims and objectives of varsity athletics, there is no reason to doubt that everyone involved will make a tremendous gain in progress toward a high caliber professional contribution both in the area of varsity athletics and physical education.

Under this type of leadership athletes will, of necessity, be students. They will receive a professional education in physical education or in some other selected academic field of endeavor. They will be coached by men who, though highly qualified in the coaching of particular varsity sports activities, will be essentially members of the academic faculty of the university, constantly conscious of the educational standards and objectives of the school. The university will benefit from this type of instruction by having, (1) adherence to University academic standards by an outstanding group of campus leaders who at the present time fail dismally in this respect; and (2) by seeing that this group of campus leaders will leave the school with a sound education and will henceforth go out into coaching and physical education teaching positions, or other areas and do work much superior to that being done by this group at the present time.

A greater rapport should develop between physical education and coaching and the rest of the academic faculty because one of the greatest causes of friction between school faculties and athletic groups today is the great resentment each often has toward the other for the difference in their standards.

Concluding Statement

The writer believes that only when varsity athletics are placed in their proper position in the activities of the school will most of the evils which plague big time sports today disappear. The only solution that appears feasible is the one which has as yet not been tried extensively, namely, the placing of varsity athletics under the direct control and supervision of leaders in physical education. Instead of separating coaching and physical education the writer believes they should be joined tightly together.

According to this concept the director of athletics would be also the director of physical education, but his qualifications, of necessity, must be such that he is adequately prepared to handle both jobs. That is, he must have the requisite training and experience in physical education to qualify him to head a department of physical education. At the same time it is essential that such a man have varsity playing or coaching experience or have as an assistant a man with varsity playing or coaching experience. This type of man must be basically academic minded. At the same time he should be aware of the great potentialities for good inherent in the program of varsity athletics. If we ever see the day when a program of this type becomes popularized throughout the country the writer feels that most of the evils now present in varsity athletics will disappear.

Disquieting Trends

The U. S. Children's Bureau is studying juvenile delinquency. Those attending were told by the Youth Study Center of Philadelphia that three new trends are evident:

1. Increased seriousness in the type of juvenile crime. Boys of ten were now committing the type of burglaries and hold-ups that boys of fifteen or sixteen used to do, and that boys of fifteen were being arrested for the kind of crimes that used to be committed by youths of twenty.

2. An increased percentage of emotional disturbance in delinquent girls.

3. Evidence that these youth were increasingly unable to maintain a pattern of continued progress toward a chosen goal. "If they can't maintain such a pattern, they will be open to any subversive influence in the community," the conference was told by E. Preston Sharp of Philadelphia.

Mr. Sharp estimated that more than 50,000 children and perhaps as high as 100,000 were detained in jails in this country.

A New Filmstrip

The National Foundation for Infantile Paralysis, 120 Broadway, New York 5, announces the publication of a new junior high school teaching unit, HEALTH IN YOUR TOWN, a 41-frame filmstrip in color and with a teacher's guide. It is a study of community health planned especially for use in health and social studies classes.

From the "Gym" To The "Jalopy"

Charlotte Eck

THE PHYSICAL EDUCATOR is fast becoming the Safety Educator. Each September more and more high schools over the nation are including safety education as a necessary part of the curriculum. Why this new field of education falls on the shoulders of the Physical Educator no one knows unless it is due to the fact that his schedule is often more elastic, he is usually physically fit, and he almost always possesses an equally fine nervous system.

In the past there have been some folks who have discredited the teacher of physical education for they have believed he had the easiest job in the school. Now, with a new car at his disposal for teaching, these same folks believe the physical education teacher simply rides around all day. Those of us who have taught physical education and are now in safety education realize how erroneous is this attitude. A tremendous responsibility has been handed the driver education teacher for it is up to him to form the basic foundation of safety in these teen-age drivers. How this same teacher impresses and teaches his students determines the foundation of the sportsmanlike drivers and pedestrians who will be turned loose on the general public.

There are many skills developed in Driver Education which are a part of the objectives in physical education. Sportsmanlike attitudes such as fair play, the value of taking turns, besides coordination of mind and body are *musts* in teaching the safe operation of a motor vehicle. The safety educator is rewarded by being able to see his results. There are no bluffers in Driver Education nor is there any place for major mistakes.

Each new student is a direct challenge to his instructor. There are never two beginners exactly alike. It is up to the teacher to give the beginner the basic fundamentals of safe driving principles and practices. The teacher will find himself closer to each individual student than in any other form of education. These beginners are fairly bubbling with enthusiasm for learning how to drive a car and the wise instructor should direct that great interest into channels of safe and sane driving practices. Not all of these students will become competent drivers; about ten percent fail for one reason or another. However, it is a mistake if the teacher expects perfect drivers at the completion of the course; that perfection comes from experience through the years. When the course is finished, a majority of these high school folks are capable of handling a motor car and are a credit to the highway.

Getting Started

The very first lesson in the car is so important. If the student becomes familiar with the driver's compartment, the instrument panel, learns to adjust the seat, then the mirror, and memorizes the steps in starting the car, he is well on the way to his first lesson in actual driving the car. This first time in the car is not the place for lengthy descriptions, save the *why* of things for the class room. The teacher should ever be mindful that progress comes with "deeds not words". The teacher must abbreviate his directions to the student. An example of this can be found in teaching the student how to apply the brake. He should be told to "press" the brake instead of "stepping" on it. From there on the word "easy", drawn out slowly by the instructor, impresses this fact upon the student. Too much pressure on the brake by the beginner can be disastrous and there are no dual controls to prevent this.

Steering

Many beginners have difficulty in learning to steer. After several lessons the student may still change the position of his hands unnecessarily or swing the wheel. A small piece of adhesive tape placed at the top of the steering wheel can be big help. Impress upon the student the fact that the tape should always be in top position in driving straight-away. After each right or left turn the tape returns to top position. The instructor may compare auto steering with bicycle steering; the handle-bars when turned must also be re-turned and the hands remain stationary.

Hand Signals

The beginner is easily confused for there are so many skills to be acquired in his early training. The instructor must ever be alert for incorrect hand and arm signals. This is difficult for the student-driver blocks the instructor's view. The observing students in the back seats may assist by checking the driver's signal after the instructor has given the verbal direction for a turn or stop. If the student is told to point where he is going he will invariably give the correct signal, for an incorrect signal is worse than no signal at all.

Safety

The instructor can find a made-to-order safety lesson by visiting the scene of a recent accident in the local vicinity. The students may study the features of the mishap. Many times the wrecked

vehicles are still on the scene; there are often tire marks, or debris. Here is a setting for a most impressive safety lesson to the beginner. Those scenes of tragedy are not easily forgotten and the student faces it with new interest and intelligent study. He begins to realize the truth in the statement, "there are no unavoidable accidents." Even defensive driving takes on new meaning.

The Pedestrian

Teaching these high school students to drive safely makes them better pedestrians. How many times a beginner has made the remark that he didn't realize what a problem the pedestrian could be until he started to drive. The safety-conscious student is realizing his responsibility as an operator of a motor vehicle. He sees the danger in the small child playing near the street and that a bouncing ball is nearly always followed by a running child. The beginner will have consideration for the elderly pedestrian, the boy on the bicycle, and the many types of unsportsmanlike drivers. These important safety attitudes are developed in the car and emphasized in the class room.

Background

Many students enter the Driver Education class with a smattering of knowledge in driving. Sometimes a member of the family has given the student a few lessons. This can be a help or a hindrance for the good and bad habits of the former teacher are firmly impressed upon the student. The qualified instructor must tear down the poor driving practices and establish new safety habits. It is a fine thing if the student uses the family car for practice, but that practice should come only after the student is basically ready to handle the family car under the supervision of a member of the family. The instructor should be the one to give the go sign for this outside practice.

The enthusiasm of the beginner is centered on one point: "Let's get this car moving in high gear and drive." It is up to the teacher to temper this enthusiasm; these beginners must be made to realize that this is serious business; that it is no "snap" to properly handle several tons of moving steel. This important attitude should be stressed during the very first meeting between the teacher and his students.

Classroom Helps

The Driver Education classroom can be made most interesting. This should include psychophysical tests, eye tests, text books, class discussions, city traffic surveys, etc. All hurriedly answered questions in the car may be fully explained by graphs, charts, and good old-fashioned drawings on the black board. Since the friction point in first gear is so difficult for the beginner to master, the classroom is the place to completely explain the power under the left foot and why it must be controlled. If an old motor can be secured it is beneficial to take it apart for examination. This gives the class a general idea of what's under the hood without trying to make motor mechanics out of the students. There are many, fine safety movies available for classroom work. In most localities a police officer, the state highway patrol, and insurance representatives can offer an enormous amount of facts, figures, and safety experiences. An occasional visit by these men is most effective for the students realize these representatives are helpful, protective, public servants.

Some Concluding Thoughts

The average Safety Education teacher has a questioning feeling on "graduation day", the day the beginner completes the course and, in some states, receives his operator's license. He wonders if he has made a mistake in passing this student or that student—will these beginners become expert drivers? Will they become a credit to the American motoring public or will they become a statistic by way of their own carelessness in a motor car? Have all the sportsmanlike rules of the road become a part of each student?

We teachers simply can not relax, we must give our best and realize we can never make these beginners "too safe" as drivers. If it were possible to give each student more time in behind-the-wheel instructions it would add greatly to enriching the driver education instruction. There are so many skills which are only briefly touched because of the lack of time. The greater amount of time spent with each student in perfecting these basic skills the more permanent his foundation will be in safely operating a motor vehicle.

A lesson or two at the end of the semester in driving in and out of the family garage is of great benefit. Most of the students in a city system live within the school district and little time is lost driving to the location. The winding driveway, cement walls, mother's flower beds, trees, bushes, heavy traffic, little children, and pets, are some of the common difficulties facing the student in driving the family car. This practice builds driving skill and a great amount of confidence in the student in operating the training car successfully over familiar ground. Even mother feels more confident in her off-spring as she watches from a kitchen window.

The Physical Educator in the field of Safety Education is expanding his life saving knowledge. He may be out of the gym and sitting down to his work, but he must forever be on his toes!

Textbooks Preferred for Teaching Certain Professional Undergraduate Courses in Men's Physical Education[1]

Bernard S. Fortner

WHILE DOING graduate work at the University of Maryland, the writer was confronted with the task of successfully passing a comprehensive examination in order to continue his graduate studies. This examination covered certain areas of physical education and the writer needed to know just what textbooks he should study in order to best prepare himself for the examination.

After a careful investigation, the writer decided to undertake a project which would provide such a list, for he was convinced that such data was needed by the members of the physical education profession.

Thus a survey to determine the textbooks preferred for teaching certain professional undergraduate courses in men's physical education was completed and may be used in the following ways. A prospective teacher of any of the courses covered in this study is provided with a criterion for the selection of the textbook to be used in teaching a course or he can use the list simply as a reading list and actually evaluate each textbook personally. Also, a teacher presently teaching any of the courses can use the results of this study to help guide his own re-evaluation of the textbooks, and possibly to discover textbooks that he had not considered previously. Finally, anyone preparing to take a comprehensive examination covering the areas included in the courses is provided with a list of the most significant textbooks for each area with the relative value of each textbook indicated, as determined by a group of physical educators in institutions of higher education.

General Procedure

In order to complete such a survey, the writer first sent a questionnaire to each of the six members of the graduate faculty of the College of Physical Education, Recreation, and Health at the University of Maryland.[2] Each was asked to list what they considered to be the ten most-outstanding colleges and universities in the United States on the basis of their present men's professional undergraduate physical education curriculum.

The ten institutions that had the highest frequency were to have been selected for use in this study, but since after the first six institutions had been determined there were five institutions which had a frequency of four, the writer included the following eleven institutions in the study: Springfield College, Springfield, Massachusetts; University of California, Berkeley, California; University of Illinois, Urbana, Illinois; Pennsylvania State College, State College, Pennsylvania; State University of Iowa, Iowa City, Iowa; University of Michigan, Ann Arbor, Michigan; George Williams College, Chicago, Illinois; Indiana University, Bloomington, Indiana; Ohio State University, Columbus, Ohio; State Teachers College, Cortland, New York; and the University of Denver, University Park, Colorado.

The most recent catalogue for each of these institutions was obtained, and the four-year undergraduate professional curriculum in men's physical education as of the year 1951 were analyzed in order to select which courses would be covered in this study. As a result of this analysis the thirteen course titles were selected.

The Institutions Selected

The ninety-five colleges and universities in the United States which offer master's degrees for men majoring in physical education or in health and physical education which also offer undergraduate degrees for men majoring in physical education or in health and physical education were used in this survey.[3] Institutions offering only undergraduate work were not surveyed because the writer wished to delimit the number of institutions.

To obtain a mailing list, the name of an outstanding man interested in research at each of the ninety-five institutions was obtained. A letter of transmittal, a general information questionnaire postcard, and thirteen course questionnaire postcards (one for each of the thirteen courses), were sent to each of the names on the mailing list. These questionnaires were on self-addressed, stamped postcards which were mailed with the letter of transmittal in a legal-size envelope. Each person receiving a letter was asked to provide the

[1] Unpublished Master of Arts Thesis, University of Maryland, 1951.

[2] These six members were Dr. Lester M. Fraley who is the Dean of the College of Physical Education, Recreation, and Health, Dr. Dorothy F. Deach, Dr. Ellen Harvey, Dr. Warren R. Johnson, Dr. Benjamin H. Massey, and Dr. Dorothy Mohr.

[3] From "Institutions Offering Professional Education in Health Education, Physical Education, Recreation," Federal Security Agency Office of Education, Division of Secondary Education, Washington, D. C., 1949, pp. 1-18.

data on the general information postcard and to distribute the course questionnaire postcards so that the information desired would be provided by the most-qualified person at each college or university. The data requested by each course questionnaire postcard were the listing of the names and authors of three textbooks that were most highly recommended for teaching such a comprehensive course and a ranking of the three textbooks as to preference.

First and second tracers were mailed, and the total length of the period of the survey was set at seven weeks. At the end of this deadline, the data obtained were taken from each of the questionnaire postcards and recorded on master sheets. The composite preference of each of the textbooks as a textbook for teaching a comprehensive course was determined by use of an arbitrary point scale. For each time that a textbook was ranked number one it was given three points, for each time that a textbook was ranked number two it was given two points, and for each time that a textbook was ranked number three it was given one point. The sum of these points for each textbook was its relative-value score, and this relative-value score indicated the preference of the textbook for teaching that specific course.

General Results

Of a maximum 1235 course questionnaire postcards which were used in this study, 117 were eliminated from the survey by the institutions because there was no qualified person to provide the desired data. This left the total number of possible returns for the course questionnaire postcards at 1118. Out of this 1118, 911 were returned; thus the percentage of returns of the course questionnaire postcards was approximately 81 per cent (81.48%).

The number of returns for any one of the 13 courses which were included in this survey ranged from 59 to 83. The number of references that were recommended for each of the 13 courses ranged from 9 to 29, but for each of the courses there were always 2 or 3 references which received high relative-value scores.

The following figure, however, contains the bibliographical data of only those references which had a composite preference (relative-value) score of 10 or more. References are arranged according to preference under each course title.

"ADAPTIVE PHYSICAL EDUCATION"

1. Rathbone, J. L., *Corrective Physical Education.* Philadelphia: W. B. Saunders Co., 1949. 300 pp.
2. Stafford, G. T., *Preventive and Corrective Physical Education.* New York: A. S. Barnes and Co., 1950. 312 pp.
3. Stafford, G. T. *Sports for the Handicapped.* New York: Prentice-Hall, Inc., 1947. 334 pp.
4. Drew, L. C., and Kinzly, H. I., *Individual Gymnastics.* Philadelphia: Lea and Febiger, 1945. 253 pp.
5. Lowman, C. L., et al., *Corrective Physical Education for Groups.* New York: A. S. Barnes and Co., 1928. 521 pp.
6. Lee, M., and Wagner, M. M., *Fundamentals of Body Mechanics and Conditioning.* Philadelphia: W. B. Saunders Co., 1949. 377 pp.

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"ATHLETIC TRAINING"

1. Bilik, S. E., *The Trainers' Bible.* New York: Atsco Press, 1941. 344 pp.
2. Cramer, F., Boughton, L. L., and Cramer, C., *A Training Room Manual.* Gardner, Kansas: Cramer's, 1945. 144 pp.
3. Thorndike, A., *Athletic Injuries : Prevention, Diagnosis, and Treatment.* Philadelphia: Lea and Febiger, 1948. 243 pp.

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"HISTORY OF PHYSICAL EDUCATION"

1. Rice, E. A., *A Brief History of Physical Education.* New York: A. S. Barnes and Co., 1939. 288 pp.
2. Leonard, F. E., and Affleck, G. B., *A Guide to the History of Physical Education.* Philadelphia: Lea and Febiger, 1947. 480 pp.
3. Schwendener, N., *A History of Physical Education in the United States.* New York: A. S. Barnes and Co., 1942. 237 pp.
4. Leonard, F. E., and McKenzie, R. T., *A Guide to the History of Physical Education.* Philadelphia: Lea and Febiger, 1927. 371 pp.

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"INTRAMURAL SPORTS"

1. Mitchell, E. D., *Intramural Sports.* New York: A. S. Barnes and Co., 1939. 324 pp.
2. Means, L. E., *The Organization and Administration of Intramural Sports.* St. Louis: C. V. Mosby Co., 1949. 442 pp.
3. Voltmer, C. D., and Lapp, V. M., *The Intramural Handbook.* C. V. Mosby Co., 1949. 176 pp.
4. Leavitt, N. M., and Price, H. D., *Intramural and Recreational Sports for Men and Women.* New York: A. S. Barnes and Co., 1949. 323 pp.

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"INTRODUCTION TO PHYSICAL EDUCATION"

1. Nixon. E. W., and Cozens, F. W., *An Introduction to Physical Education.* Philadelphia: W. B. Saunders Co., 1947. 251 pp.
2. Sharman, J. R., *Introduction to Physical Education.* New York: A. S. Barnes and Co., 1934. 317 pp.
3. Williams, J. F., *The Principles of Physical Education.* Philadelphia: W. B. Saunders Co., 1948. 377 pp.
4. Nash, J. B., *Opportunities in Physical Education, Health, and Recreation.* New York: Vocational Guidance Manuals, 1950. 80 pp.

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"KINESIOLOGY"

1. Wells, K. F., *Kinesiology.* Philadelphia: W. B. Saunders Co., 1950. 478 pp.
2. Morehouse, L. E.. and Cooper, J. M., *Kinesiology.* St. Louis: C. V. Mosby Co., 1950. 435 pp.
3. Bowen, W. P., and Stone, H. A., *Applied Anatomy and Kinesiology.* Philadelphia: Lea and Febiger, 1949. 390 pp.
4. Scott, M. G., *Analysis of Human Motion.* New York: F. S. Crofts and Co., 1942. 388 pp.
5. Bowen, W. P., Boughner, R. I., and Rynearson, E. J., *Applied Anatomy and Kinesiology.* Philadelphia: Lea and Febiger, 1934. 361 pp.

"METHODS IN PHYSICAL EDUCATION"

1. Kozman, H. C., et al., *Methods in Physical Education.* Philadelphia: W. B. Saunders Co., 1947. 552 pp.
2. Davis, E. C., and Lawther, J. D., *Successful Teaching in Physical Education.* New York: Prentice-Hall, Inc., 1948. 617 pp.
3. Sharman, J. R., *The Teaching of Physical Education.* New York: A. S. Barnes and Co., 1936. 237 pp.
4. Williams, J. F., et. al., *Methods in Physical Education.* Philadelphia: W. B. Saunders Co., 1937. 277 pp.
5. Sehon, E. L., et. al., *Physical Education Methods for Elementary Schools.* Philadelphia: W. B. Saunders Co., 1948. 485 pp.

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"ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION"

1. Voltmer, E. F., and Esslinger, A. A., *The Organization and Administration of Physical Education.* New York: Appleton-Century-Crofts, Inc., 1949. 419 pp.
2. Williams, J. F., and Brownell, C. L., *The Administration of Health and Physical Education.* Philadelphia: W. B. Saunders Co., 1951. 439 pp.
3. Nash, J. B., et al., *Physical Education: Organization and Administration.* New York: A. S. Barnes and Co., 1951. 498 pp.
4. Nash, J. B., *The Administration of Physical Education with Special Reference to Public Schools.* New York: A. S. Barnes and Co., 1931. 491 pp.
5. Forsythe, C. E., *The Administration of High School Athletics.* New York: Prentice-Hall, Inc., 1948. 440 pp.
6. Lee, M., *The Conduct of Physical Education.* New York: A. S. Barnes and Co., 1937. 561 pp.

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"PHYSICAL EDUCATION CURRICULUM (ELEMENTARY SCHOOL)"

1. Salt, E. B., et al., *Teaching Physical Education in the Elementary School.* New York: A. S. Barnes and Co., 1942. 340 pp.
2. Neilson, N. P., and VanHagen, W., *Physical Education for Elementary Schools.* New York: A. S. Barnes and Co., 1930. 365 pp.
3. Sehon, E. L., et. al., *Physical Education Methods for Elementary Schools.* Philadelphia: W. B. Saunders Co., 1948. 485 pp.
4. LaSalle, D., *Guidance of Children through Physical Education.* New York: A. S. Barnes and Co., 1946. 292 pp.
5. O'Keefe, P. R., and Fahey, H., *Education through Physical Activities.* St. Louis: C. V. Mosby Co., 1949. 309 pp.
6. Jones, E., et. al., *Methods and Materials in Elementary Physical Education.* New York: World Book Co., 1950. 258 pp.
7. VanHagen, W., et. al., *Physical Education in the Elementary School.* Sacramento, California: State Department of Education, 1952. 1008 pp.
8. Irwin, L. W., *The Curriculum in Health and Physical Education.* St. Louis: C. V. Mosby Co., 1951. 382 pp.

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"PHYSICAL EDUCATION CURRICULUM (SECONDARY SCHOOL)"

1. Irwin, L. W., *The Curriculum in Health and Physical Education.* St. Louis: C. V. Mosby Co., 1951. 382 pp.
2. LaPorte, W. R., *The Physical Education Curriculum.* Los Angeles: University of Southern California Press, 1951. 92 pp.
3. Brace, D. K., *Health and Physical Education for Junior and Senior High Schools.* New York: A. S. Barnes and Co., 1948. 392 pp.
4. Blanchard, V. S., and Collins, L. B., *A Modern Program of Physical Education for Boys and Girls.* New York: A. S. Barnes and Co., 1940. 350 pp.
5. Kozman, H. C., et al., *Methods in Physical Education.* Philadelphia: W. B. Saunders Co., 1947. 552 pp.
6. Blanchard, V. S., *Curriculum Problems in Health and Physical Education.* New York: A. S. Barnes and Co., 1942. 128 pp.
7. Davis, E. C., and Lawther, J. D., *Successful Teaching in Physical Education.* New York: Prentice-Hall, Inc., 1948. 617 pp.

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"PHYSIOLOGY OF EXERCISE"

1. Schneider, E. C., and Karpovich, P. V., *Physiology of Muscular Activity.* Philadelphia: W. B. Saunders Co., 1948. 346 pp.
2. Morehouse, L. E., and Miller, A. T., *Physiology of Exercise.* St. Louis: C. V. Mosby Co., 1948. 352 pp.
3. Reidman, S. R., *Physiology of Work and Play.* New York: Dryden Press, 1950. 584 pp.
4. Gould, A. G., and Dye, J. A., *Exercise and Its Physiology.* New York: A. S. Barnes and Co., 1932. 434 pp.
5. Schneider, E. C., *Physiology of Muscular Activity.* Philadelphia: W. B. Saunders Co., 1939. 428 pp.

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"PRINCIPLES OF PHYSICAL EDUCATION"

1. Williams, J. F., *The Principles of Physical Education.* Philadelphia: W. B. Saunders Co., 1948. 377 pp.
2. Oberteuffer, D., *Physical Education.* New York: Harper and Brothers, 1951. 374 pp.
3. Sharman, J. R., *Modern Principles of Physical Education.* New York: A. S. Barnes and Co., 1937. 208 pp.
4. Nash, J. B., *Physical Education: Interpretations and Objectives.* New York: A. S. Barnes and Co., 1948. 288 pp.
5. Nixon, E. W., and Cozens, F. W., *An Introduction to Physical Education.* Philadelphia: W. B. Saunders Co., 1947. 251 pp.

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"TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION"

1. Clarke, H. H., *The Application of Measurement to Health and Physical Education.* New York: Prentice-Hall, Inc., 1950. 493 pp.
2. Bovard, J. F., et. al., *Tests and Measurements in Physical Education.* Philadelphia: W. B. Saunders Co., 1949. 410 pp.
3. McCloy, C. H., *Tests and Measurements in Health and Physical Education.* New York: F. S. Crofts and Co., 1942. 412 pp.
4. Scott, M. G., and French, E. L., *Evaluation in Physical Education.* St. Louis: C. V. Mosby Co., 1950. 348 pp.

It can be seen that in many cases the reference that was most-highly-preferred had a title that was very similar to, if not identical with, the title of the course for which it was most-preferred.

Furthermore it must be stressed that while this survey possibly indicates status with respect to preference for a certain textbook useful in the teaching of each of the 13 courses, it should not be thought that any reference that does not appear in the listings is necessarily a poor text. If other physical education courses had been included in this study, for instance if this study had been extended to cover graduate courses, women's courses, non-professional courses, seminar courses, and other types of courses, many different books possibly would have ranked quite high in terms of preference.

Posture Evaluation

Mary J. Moriarty

THERE IS A DEFINITE need for increased reliability and validity of the evaluation procedures used in appraising body mechanics. The attempt to improve posture is, probably, one of the oldest objectives in physical education. In the last quarter of a century, there has been a great deal of progress toward a more scientific approach to this problem. Numerous rating devices and objective measuring instruments of varying degrees of practicability have been recommended. Examiners have used arbitrary standards, relied on the validity of their own judgments, applied diversified numerical methods, analyzed different graphic forms, and used complicated techniques which require intricate and costly apparatus.

What Is Included

A single instrument, even though it is a precise, standardized, measure, is only *one* means of evaluating posture. Evaluation of body mechanics implies a careful appraisal of postural positions in coordination with all other data collected through tests and non-test procedures. Several techniques are necessary due to variables such as: the wide variety of postural positions, the differences in growth patterns and in anatomical build, the modifications due to age, the environmental factors, and the personal reactions of the pupils to the examiner. Posture evaluation should include an adequate test which may be used as a preliminary screening device; directed observation and cooperative study of each case by the classroom teacher, the health specialists, and the parents; and a special examination by a qualified physician, if need is denoted.

Objectivity of Measurement

Many extravagant claims have been made concerning the worth of available tests for measuring posture. Care should be taken to select a valid instrument. Validity may be determined by correlating the findings on such a test with the ratings of experts who are trained and are experienced in the field of body mechanics. An important criterion for any test is that it be disposed to statistical treatment.

The device should be reliable. A posture test given to the same child by more than one trained examiner, under identical conditions, should result in a high correlation ratio. It should be kept in mind that instruments may yield scores which are reliable but not, necessarily, valid. Due to the subjectivity of judgments, environmental factors, and inaccuracies of the instruments themselves, there is a possibility that the results may be consistently wrong. When attempts are made to correlate posture with other criteria, the result will never be higher than the reliability of the posture test.

Some Practical Aspects

Practical factors to be considered in the administration of the instrument are the cost, the amount of time consumed, and the ease of administration. Cost may be a prohibitive item in the use of certain techniques such as x-ray. The value of the test should be the major consideration and expense may be justified, only, if adequate value is received. A posture test, to be practical, should be meaningful and worth doing, with well-defined items that can easily be applied and recorded. Authorities have estimated that one-tenth of the program time spent in testing is justifiable. Consequently, posture which is one of the many phases of the physical education program involving testing, should have measuring techniques that are quick, and easy to administer and interpret.

The Iowa Posture Test[1] is suggested as a practical instrument for preliminary testing in the grades. Measurement of both dynamic and static positions is included. Statistical treatment of this test, in a recent study[2] resulted in a reliability coefficient of 0.965. It is easy to administer and there is little or no expense involved. Individual testing takes about five minutes per pupil. Lee and Wagner[3] claim that through group testing, forty children have been examined in forty minutes, under trained leadership, under proper procedures. Directions are specific with well defined items that can be easily applied and recorded.

A second means of evaluation of postural conditions may be directed observation by personnel in frequent contact with the child. The classroom teacher is in continuous contact with the young child during school hours. A rating device[4] should include a variety of descriptive phrases under each topic. These phrases should be expressed, as far

[1] Mabel Lee and Miriam M. Wagner, *Fundamentals of Body Mechanics.* Philadelphia: W. B. Saunders Company, 1949. p. 283.

[2] Mary J. Moriarty, *A Study of The Relationship of Certain Physical and Emotional Factors To Habitual Poor Posture Among School Children.* Doctor's Dissertation. Boston University School of Education, 1950. pp. 48-49.

[3] Mabel Lee and Miriam M. Wagner, op. cit. pp. 289-299.

[4] Mary J. Moriarty, op. cit. pp. 99-100.

as possible, in terms of observable actions. Their purpose is to aid the observer in recognizing and indicating designated defects and factors. Sufficient time should be allowed for careful and adequate use of the rating instrument. It is also important that the directions concerning the use of the observation techniques be concise, clearly understood, and standardized.

In addition to the information collected by means of a posture test and through directed observation, there should be an intensive review of all records. The cooperation of the health specialists and other interested and essential personnel is needed to bring about the collection of all pertinent data in order to complete the total picture.

How Used

All available material obtained from the preliminary screening, from the directed observation techniques, and from the records and the reports, should be compiled and made available to the physician before the medical examination. Cases which indicate the need for further investigation should receive a special posture examination by a competent and interested physician. The medical examination should reveal not only the structural and functional cases of faulty body mechanics, but also emphasis should be placed on gaining information which may bring out causes of poor functional posture. Findings and recommendations should be recorded, and an adequate follow-up program should be planned through which possible causes could be corrected or removed.

Checking Posture

THE BIG PROBLEMS

The problem as to why people get ill is only equalled by the problem as to why people keep well. If we knew the answer to either of these questions we might know how to prevent people from getting ill.

—LANCET.

Health Defined

Health is not just the avoidance of disease. A person can go through life and never have a recognizable disease, never need to call a doctor, and yet we may not think that he has a healthy body or a healthy personality. Health is a kind of surplus vitality, something that permits you to participate in life with enthusiasm, to meet people or tasks with a certain zest . . . A healthy person must have enough vitality to give a surplus to others, so that he may receive it back multiplied.

—ERIK K. ERIKSON, *Psychoanalyst*,
Austin Riggs Foundation

Maturity Defined

"We need to mature our mentality so that it catches up with our technics, instead of getting along with a way of thinking and feeling that was appropriate in a technically simpler age. Only thus can we hope to pass through the middle years of our lives without the sense of frustration and failure that is all too common among middle-aged people. It is not in terms of years that maturity is to be measured, nor yet in terms of knowledge. To be mature is to use knowledge wisely."

—The Royal Bank of Canada
Monthly Letter.

SOME CHUCKLES

Whatever I said in anger,
Whatever I shouted in spite,
I'm sorry I spoke so quickly—
I thought of some worse ones tonight!

—OMCO NEWS

A vacation is a succession of 2's. It consists of 2 weeks which are 2 short. Afterwards you are 2 tired 2 return 2 work, and 2 broke not 2.

If you're past 40, more than likely your "get-up-and-go" has got up and went.

—PHILNEWS.

Ten Seconds to Live

He pushed his sleeve back, held his wrist close to the lighted speedometer, squinted to read the time. A little after nine. Five, ten minutes after. Ought to be home in half an hour.

If he'd known he had only ten seconds to live, he might have checked the time more closely. He might have done several things differently.

Ten seconds to live. He massaged his eyes with thumb and middle finger, trying to rub out some of the sand.

Nine seconds to live. He'd driven almost eight hours since lunch, and was beginning to feel it.

Eight seconds to live. Lousy driving in the rain. Light from your headlights just seems to soak in along with the water.

Seven seconds to live. Probably need a new windshield wiper blade. Old one just spreads the water around instead of wiping clean. Get one tomorrow, or next time it rains.

Six seconds to live. Somebody threw a cigarette out of an oncoming car. The red glow dissolved almost before it hit the pavement.

Five seconds to live. He planted his heels on the floorboard, squirmed back in the seat, trying for comfort.

Four seconds to live. At 60 miles an hour, a car covers 88 feet of pavement every second. Four seconds, 352 feet.

Three seconds to live. Something looked wrong, through the blurry windshield. A tentative dab at the brake stiffened into desperate pressure as he made out an old, unlighted, slow-moving truck ahead.

Two seconds to live. Panic moved in. Turn to the left. No, car coming. Headlights too close. can't make it. Turn to the right.

One second to live. Horror numbed everything into slow motion. He was floating right into the near corner of the truck bed. He opened his mouth to scream.

It's happened to lots of people; maybe not just that way, but similarly. Drive too long, eyes get tired, reactions slow down. Rain, darkness, a windshield that's hard to see through. Driving too fast. A car or truck ahead that you can't see. It's happened to lots of folks.

IT COULD HAPPEN TO YOU.

* * *

Courtesy of Iowa Department of Public Safety.

GOD GIVE US MEN

God give us men! A time like this demands
Strong minds, great hearts, true faith, and ready hands;

Men whom the lust of office does not kill;
Men whom the spoils of office cannot buy;

Men who possess opinions and a will;
Men who have honor; men who will not lie;

Men who can stand before a demagog
And damn his treacherous flatteries without winking;

Tall men, sun crowned, who live above the fog
In public duty and in private thinking;

For while the rabble with their thumb-worn creeds;
Their large profession and their little deeds

Mingle in selfish strife, lo! Freedom weeps,
Wrong rules the land, and waiting Justice sleeps.

—J. G. HOLLAND, N. E. A. News

The Eighth Annual Industrial Recreation Conference will be held at Purdue University, LaFayette, Indiana, February 14, 15, and 16, 1954.

Edited by Nelson G. Lehsten

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages, and special characteristic. The hope is that such treatment will increase the reservoir of concepts, devices, techniques and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, health education, safety, and recreation.

PROCEDURES FOR THE SELECTION OF PUPIL LEADERS

Election by the Class

ONE OF THE MOST commonly recognized methods for selecting pupil leaders is by class election. The procedure is democratic, simple, and effective in most cases. There is the possibility that students possessing true leadership abilities may be passed over in an election by the more popular students, and this must be taken into consideration by the instructor in the use of this particular method. The procedure may also limit opportunities for leadership experiences to a select few unless policies are established ahead of time, which place limits on the length of service as pupil leaders and on the opportunities for re-election.

On the Basis of Test Results

Pupil leaders may be selected in light of their performance on various tests involving skill, achievement, or knowledge. The administration of a battery of tests seems desirable in order that a true profile of the leader candidate may be obtained. Such a plan of selection contains a reward of leadership opportunity for the student who has superior ability in lieu of popularity alone. It must be kept in mind, however, that the use of test results embodies a weakness in that the superior individual is not necessarily more capable of pupil leadership.

Appointment by the Teacher

The appointment of pupil leaders by the teacher is based upon previous record of ability, achievement and leadership qualities. Though the procedure might be considered autocratic, it can be justified as a valid means of selection since the results of the procedure might be found in a more effective program through strong leadership and efficient group organization.

Volunteers From the Class

In the use of this procedure it is usually presupposed that the extent of the group organizations is of a temporary nature and the activities are specific; as such the tenure of leadership would be brief. Use of volunteers creates opportunities for those experienced in leadership to serve, it also permits students who would like to assume responsibilities of leadership a chance to do so on a temporary basis. A disadvantage of this practice is evidenced in the situation wherein these volunteer leaders may lack the ability to motivate the students toward the anicipated goals of the activity in which they are engaged and thus minimizes the value of pupil leadership as related to the class as a whole.

Rotation of Leaders

Many teachers believe that leadership opportunities should be given to all students over a given period of time; as a result, they support a plan of rotating leadership responsibilities within a class. Some authorities have taken an opposite position in their belief that leadership is a unique ability or skill that should be offered to those who have the capacity to profit by leadership experiences. A compromise position appears to be one in which pupils who demonstrate ability, effort, and interest at a predetermined level are given the opportunity to serve as pupil leaders.

From a theoretical standpoint, the advantage of rotation of leadership creates an equal opportunity for all students to profit by leadership experiences; the weakness of such a procedure is found in the inadequacies of students with minimal interest, ability, personality, or enthusiasm who fail to obtain the confidence and followership of the squad or group.

Use of Athletes

Much has been written about the role of varsity athletes as pupil leaders in the physical education class. Some have been utilized in various leadership capacities while being excused from participation in the regular class activity during a sports season. Frequently they have been used to aid in instruction of younger students in other classes, and they have also been given responsibilities for monitorial, clerical, or supervisory duties on the play fields and in the locker rooms.

Athletes often possess the qualities of leadership which are desirable. In most instances they enjoy the respect of their fellow students and are enthusiastic supporters of the physical education program. From the negative point of view athletes are often egocentric and uninterested in serving as a pupil leader in the class. It should also be noted that the non-athletes may interpret leadership by athletes as an unfair privilege to them as a group, and thus resent their relations to the squad or group organization.

What the Official Expects of the Coach

1. Contact officials as soon as possible. Pick good officials and turn the game over to them.
2. Teach good sportsmanship. Educate students to idea that officials are honest and unbiased and trying to do a good job.
3. Control crowds during games. Eliminate hecklers. Treat officials as you would a guest in your home.
4. Contracts with officials should be in writing and contain fee, date of game, time of game, and name of opponent.
5. Notify official if time or date is changed or if game is cancelled. Fee for cancelled games should be paid if official is not notified well in advance.
6. Confirm game date at least three days prior to game and let official know if there is to be a preliminary game, the name of the other official and the location of official's dressing room.
7. Have dressing room warm, provide hot water, soap and towel, have game ball ready and official's fee in dressing room prior to game time.
8. Provide capable scorers and timers.
9. To not talk to an official during a game. Fans will misunderstand. Allow no demonstrations against officials by players and refrain from them yourself.
10. Don't try to improve an official during a game. It can't be done. Do everything in your power to keep the pressure off the official so he can do a good job. If he doesn't suit you, do not hire him for future games.

What the Coach Expects of the Official

TAYLOR DODSON

1. Know the rules and have common sense and judgment as to their application.
2. Be on time. If late in arriving but still in time for the game, call the coach to relieve him of suspense.
3. Have pre-game conference to eliminate mechanical errors.
4. Make inspection of players' gear, ball and playing area in advance of starting time.
5. Have a definite understanding of what constitutes a foul or violation and call it, without hesitation.
6. Make decisions clear as to what foul was committed and who made the foul.
7. Never change a decision once it is made. Have a firm conviction that you are correct before making the decision.
8. Respect the rights of players and coaches. Treat them with fairness, firmness and courtesy.
9. Call the game carefully from start to finish. Be consistent no matter what the style of play may be.
10. Never apologize for a poorly officiated game. If you aren't going to hustle and call the game to the best of your ability all the time, get out of the officiating business.

Americans are spending $20 billion a year on organized gambling, or four times as much as on education.

Edited by C. O. Jackson

Notes on Puerto Rico—U.S.A.

José Seda

History

THE ISLAND OF PUERTO RICO was discovered by Columbus on his second voyage to the New World on November 19, 1493. On August 12, 1508, Juan Ponce de León, who was to be the first Governor of the island, founded the settlement of Caparra as Capital of Puerto Rico. In 1519 the Capital was transferred to its present site and named two years later San Juan Bautista de Puerto Rico.

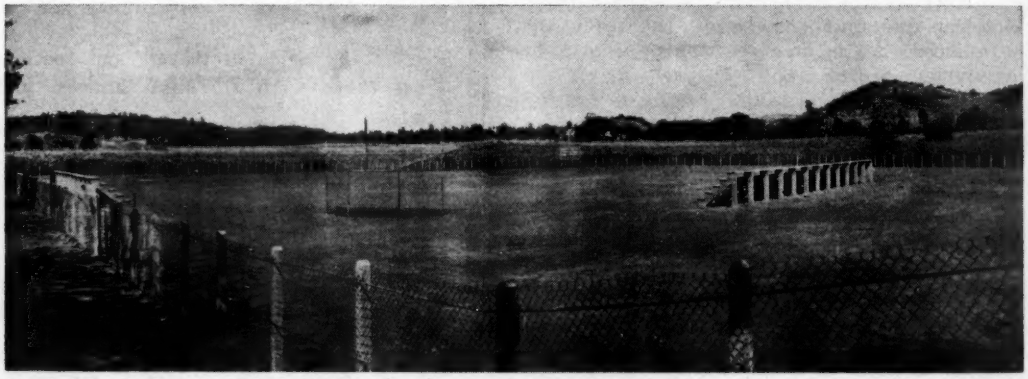
The French in 1528, the English in 1595, 1598 and 1779 and the Dutch in 1626 made unsuccessful attempts to capture Puerto Rico. But on April 25, 1898, five months after Spain had granted a liberal autonomy to the island, the United States declared war on the Spaniards and as a result of said war, Spain ceded Puerto Rico to the United States by the Treaty of Paris, on December 10, 1898.

The Puerto Ricans became citizens of the United States in 1917, by virtue of the Jones Act, which also provided for an entirely elective legislature. On July 3, 1950, the Organic Act (Jones Act of 1917) was amended, substantially extending self-government to Puerto Rico by making the Governor an elected official and giving the people of the island their inherent right to constitute their own government, in agrement with the Government of the United States and within a union with the United States on the terms stated in the Puerto Rican Federal Relations Act accepted by referendum on June 4, 1951. This resulted in the creation of the Commonwealth of Puerto Rico, which is a new type of State, though the association with the United States is continued, based primarily on mutual consent.

Geography

Puerto Rico is the easternmost island of the Greater Antilles. It has an area of 3,435 square miles and a population of a little over two million people. In spite of being within the tropics, the island is cool the year round, since the trade winds

Mr. Seda is a member of the "Departmento de Educacion Fisica" University of Puerto Rico, Rio Piedras.



Typical baseball and softball field in the town of Aguada, Puerto Rico. The Administration of Parks and Recreation of Puerto Rico have constructed similar fields in all towns of the islands. All have lighting systems.

Baseball Stadium at Caguas, Puerto Rico, constructed by the Administration of Parks and Recreation. It has a lighting system comparable to that of Triple A baseball parks. The cities of Ponce and Mayaguez have bigger stadia built along the same lines, but suitable for track and field. They are also lighted.

temper humidity. The average summer temperature is 78.9 degrees and the average winter temperature is 73.4 degrees.

Education

The public school system of Puerto Rico is patterned along the same lines as the American school system, though ours is centralized. About one-fourth of the total budget of the island is spent in education for an enrollment of approximately 440,000 pupils, with a teaching force of about 9,500 teachers. Because of the efficient work of the public school system, which is modern and up to date, according to the latest accepted educational principles, illiteracy in Puerto Rico has been lowered from 79.6% in 1898 to 23.5% at present, and is constantly being lowered due to the zeal and high caliber of our educators.

In addition to its program of studies, the school system is also responsible for the sound administration of such community services as free milk stations for children, school lunch-rooms, library services, an education radio station, audio-visual instructions to adults, vocational rehabilitation of disabled persons and other extension services.

Our collegiate institutions—the University of Puerto Rico with its two campuses at Río Piedras and Mayagüez; the Polytechnic Institute at San Germán; the Catholic University of St. Mary at Ponce and the College of the Sacred Heart at Santurce have comparable standards to those in continental United States.

Sports and Recreation

Puerto Ricans are sports conscious. So are the island educational and political leaders. In fact,

community recreation with sports as the core of the program is part of the philosophy of our government. That this is true is explainable by the slogan of our Parks and Recreation Administration—A PLAYGROUND FOR EVERY COMMUNITY. This slogan was set forth in 1942, at the time that our Zoning and Planning Board approved a 10-year plan for the construction of sports and recreation facilities (playgrounds, parks, courts, diamonds, stadiums, swimming facilities in beaches, etc.) on an island-wide basis. The program is practically completed, since 73 of the island's 77 towns have a playground and the remaining 4 are under construction or pending the purchase of the land, for which funds are already assigned.

In the United States, recreation is a community responsibility, but sports are a private enterprise primarily. In Puerto Rico, both sports and recreation are a government responsibility, because in our policy of government, sports and recreation are considered community services as important as other community services like education, health, nutrition, housing, etc. This explains why funds for sports and recreation have amounted to $4,523,109.84 in the last ten years and why our legislators have presented and approved 63 bills assigning funds for the promotion of sports and recreation.

It is very significant to point out that rural recreation has not been neglected; that three big stadiums have been constructed at Caguas, Ponce and Mayagüez, with first class lighting systems, which are rented to professional baseball teams of our Winter League—an affiliate of the National Association of Professional Baseball Leagues (the Minors); that the school system has over 100 trained or certified physical education teachers for the teaching of said subject; that Puerto Rico is a member of the international sports family as participant in the Central American and Caribbean Games and the Olympics, and that our University offers a four-year course leading to a bachelor's degree in physical education, health and recreation.

The sports program is all outdoor and the principal activities are the following: baseball, basketball, softball, soccer, swimming, tennis, golf, track and field, badminton, volleyball, shooting, weightlifting.

Thanks to Bill Streit

You know you're getting old when it takes longer to rest up than it does to get tired.

* * *

It is usually the player who is most skilled, experienced and in the best physical condition who emerges from the largest number of dangerous situations without injury.

* * *

Some of life's real satisfactions come when we place the welfare of all above the welfare of the few.

* * *

It is better to light a few candles than to walk in darkness.

* * *

Most people have Presence of Mind . . . It's the Absence of Thought that causes all the trouble.

* * *

No matter how big a person is, he craves honest appreciation.

* * *

The picture of Health . . . depends on the Frame of Mind!

GREETINGS AND BEST WISHES

The editor, the business manager, and the members of the editorial board all join in wishing you a very Merry Christmas, and a happy, healthful, and challenging New Year! May everything good be yours!

Edited by W. K. Streit

Requests have come to us regarding records which can be used in square, round and folk dancing. The December, 1951, issue of the PHYSICAL EDUCATOR carried sources of materials for square dance leaders listing some magazines, record companies, publications and record players. Since then, much has been published. The following companies are now making square dance records with calls and without calls: Apex, Bandwagon, Black Mountain, Broadcast, Capitol, Coral, Continental, Columbia, Crystal, Carroll White, Decca, Dominion, Dot, Folkdancer, Fidelity, Folkraft, Franivil, Globe, Guyden, Henry Ford, Imperial, Intro, Kismet, King, Longhorn, London, Lloyd Shaw, MacGregor, MGM, Mercury, Old Times, Pacific, Rondo, Square Dance Associates, Square Dance Record Co., S & G, Sets in Order, Tone Art, Tempo, Victor, United, Western Jubilee, Windsor, and 4 Star.

We are publishing herewith an up-to-date list of dance periodicals which should be of interest and value to the teacher and caller:

American Squares. Monthly. $2 per year. 136 East French Place, San Antonio 12, Texas. Square dancing in general.

Balance and Swing. C. E. Soderberg, 711 Melba Street, Dallas 8, Texas.

Berkeley Folk Dancers. Local publication of the Berkeley Folk Dancers. Alva Rosendale, 1657 Tacoma Avenue, Berkeley 7, California.

Bow and Swing. Published 10 times per year. 1 year: $1. Harold Emery, R. R. 1, Box 390, West Palm Beach, Florida.

Callers Service Bulletin. 5528 N. Rosemead Blvd., Temple City, Calif. Irregular publication.

Caller, The. Published monthly by the Willamette Valley Square Dance Callers Association: Year: $1.50. 434 Wynooski, Newberg, Oregon.

The Country Dancer. (Mostly English Country Dancing.) Quarterly. $1.00 per year. Country Dance Society of America, 31 Union Square West. New York 3, New York.

Country Dancer's Guide. Program listings of the Wyckoff Grange. Garden State Country Dancers and other North Jersey folk dance affairs. Free. Rod LaFarge, 115 Cliff Street (Hal.), Paterson 2, New Jersey.

The Dancing Times. (Mostly ballet, some sequence news.) Monthly. Overseas: 16/ per year. 12 Henrietta Street, Convent Garden, London, WC 2, England.

Dance Magazine. (Ballet and ballroom), 503 W. 33rd Street, New York.

Dance News. Weekly. 3d per copy. 76 Southwark Street, London S. E. 1, England. Ballroom, sequence and square dancing.

Dancing Star. Stage dancing. Monthly. $1.50 per year. 376 Almaden Avenue, San Jose 10, California.

DeLuxe Square Dance News. Monthly. Free. 3965 N. Milwaukee Avenue, Chicago 41, Ill.

Desert Squares. Published monthly. $2 per year. Box 1044, Needles, Calif. Square dance news and descriptions.

English Dance and Song. (Official organ of the English Folk Dance and Song Society.) Alternate months. Cecil Sharpe House, 2 Reagent's Park Road, London, N. W. 1.

Fiddle and Squares. Published monthly by Howard Bernard. 1 year: $1.50. 2911-A North 5th Street, Milwaukee 12, Wisconsin.

Folk and Square Dance Bulletin, The. Published monthly. (Mimeo.) Ed Kremer's Folk Shop, 262 O'Farrell Street, San Francisco 2, Calif. Dates of Calif. folk and square dances. Record news.

Folk Dance Bulletin. Monthly. 1 year: $2. Eugene Tso, 552 Riverside Drive, New York 27, New York. Folk and sequence dance descriptions. Schedule of Eugene's classes.

Folk News. Irregular publication. Free if you send stamped, self-addressed envelope to Michael Herman, 108 W. 16th Street, New York, New York. News of the Hermans' affairs; occasional folk dance description.

Foot 'n' Fiddle. (Texas square dancing.) Monthly. $1.50 per year. P. O. Box 3061, Station A, El Paso, Texas.

Footnotes. Official journal of the Folk Dance Federation of Washington. Monthly. $1.50 per year. Robert Coates, 4522 E. 60th Street, Seattle 5, Washington.

France in New York. Monthly. Free. French Embassy Cultural Division, 972 Fifth Avenue, New York 21, New York. French culture.

News Letter. (Official organ of the Southwestern Square Dancers' Assn.) El Paso, Texas.

Hoof Prints. (Rodeos, horse shows and square dancing!) Bi-monthly $1.25 per year. Rt. 2, Box 494A, Phoenix, Arizona.

Hoolegann Whirl. Bi-monthly publication of the South Dakota Folk and Square Dance Federation. 50c per year.

Journal of the English Folk Dance Society. Yearly. Cecil Sharp House, 2, Regent's Park Road, London N. W. 1, England.

Journal of the International Folk Music Council. Miss Maud Karpeles, 12 Clorane Gardens, London, N. W. 3, England. Annual. 12s 6d.

Leisure. Quarterly. 25c per year. Methodist Board of Education. Box 871, Nashville 2, Tenn. Folk, square and general recreation.

Let's Dance (folk and square dancing) is published by the Folk Dance Federation of California. Monthly. $2.50 per year, 273 Broadway, Millbrae, California.

Microphone. The 3920 Caldwell Street, Houston, Texas. Monthly: subscription $1.50 per year. Texas and La. news.

Midwest Dancer. Published monthly except July and August by Walter and Vera Meier, 314 Cumberland Parkway, Des Plaines, Ill. 1 year: $2.

New England Caller. Monthly. $1.50 per year. 1621 Hancock Street, Quincy 69, Mass.

New Hampshire Folk Federation Service Bulletin. Monthly. Free to members of the Federation. News, dates and some background material. Mal Hayden, 8 Furbush Street, Rochester, N. H.

News Letter of the National Capital S. D. Leaders Assn. Monthly: $1.50 per year. 1943 Howard Court, Falls Church, Va.

Newsletter of the N. Y. Folk Guitar Club. Bimonthly. 25c per copy. Dr. Charles F. Carle, Box 23, 420 W. 119th Street, New York 27, New York.

New York Calendar. Monthly. $1 for 6 Mo. Entertainment in N. Y. C. Leisure Time Press, Box 1306, G. P. O., New York 1, New York.

New York Dance News. (Mostly ballet). Monthly. 119 W. 57th Street, New York.

Northern Junket. (New England square and folk dancing.) Monthly. $2.00 per year from Ralph Page, 182 Pearl Street, Keane, N. H.

Old Time Dancing. (English sequence dancing.) Quarterly. 7/6d per year. 18 Ranmoor Gardens, Harrow, England.

Open Squares. Schedule of square dance events in Southern California. Monthly: 1 year: $1. Box 336-M, Pasadena, California.

Promenade. Square dancing and American folklore. 10 issues per year; subscription $1.50. American Square Dance Group. 550 Riverside Drive, New York 27, New York.

Rosin the Bow. (Folk and square dancing.) Quarterly. $1.00 per year. Rod LaFarge, 115 Cliff Street (Hal.), Paterson 2, New Jersey.

Round and Square. Lloyd Frazee, Basset, Iowa. Round and square dance news.

Roundup, The. Box 51, University Station, Minneapolis 14, Minn. Monthly: $1.50 per year. Square and folk dancing. Official publication of the Folk Dance Federation of Minnesota.

Roundup, The. Published by Bill McGrath's Square Dance Club, Melbourne, Australia.

Roundup News, The is a mimeographed news sheet published by the Arkansas Federation of Square Dance Clubs. YMCA Program Department, 524 Broadway, Little Rock, Ark.

Sashay. Northern New England Square and folk dance news. E. Lang, Box 135, Danville, Vt. $1.00 per year.

Sets in Order. (Western square dancing.) Monthly. $2.50 per year. 462 N. Robertson Blvd., Los Angeles 48, California.

Soo Land Mike. Sioux City, Iowa and vicinity square dance news. Charlie Kremenak, Recreation Department, Sioux City, Iowa.

Southern Callers' Bulletin. Gene Kersey, P. O. Box 10338, Tampa, Fla. Southern news and comment. Free.

Southwestern Square Dancers' Association. News Letter. El Paso, Texas.

Square 'N' Round. Monthly. $2 per year. 4247 Walnut Avenue, Long Beach 7, California. Square and sequence dancing.

Square Your Sets. Monthly news letter of the Kerchief and Calico Square Dance Club. San Antonio, Texas.

Swing Your Partner. Room 242, County Office Bldg., White Plains, N. Y. News Bulletin of the Westchester Callers' Assn. Free. Monthly.

Teachers College Dance Newsletter. Teachers College, Columbia University. New York 27, New York. Irregular.

Thread the Needle (Arizona square dancing.) Monthly. $2.50 per year from Joe Boykin, 2934 N. 15th Avenue, Phoenix, Arizona.

Two More Two's. P. O. Box 3552, Station A, El Paso, Texas. Monthly. Tex.-N. Mex. square dance news.

Zig Zag, a monthly publication of the New York Enthusiasts, lists many folkist doings in the New York Area. 1 year $2.00. 939 Eighth Ave., New York 19, New York.

SCHOTTISCHE MIXER

Music: Skipping Along
(Mercury 70003-YB9251)

Formation: Two couples in a "four-horse hitch", that is, one couple in front of the other, the two men holding left hands by the front man reaching back and the rear man reaching forward, and the two ladies holding right hands in the same way. Couples join near hands.

Introduction: Release hands and bow to partner ..... 2 M
Bow to corners and then take "four horse hitch" described above ..... 2 M

Part I: Two schottische steps moving forward ..... 2 M
Release partners hand, and men do a mill wheel in four step hops, returning to original place; at same time, women do a mill wheel in four step hops; all finish in original position.. 2 M
Repeat Part I..... 4 M

Part II: Two schottische steps moving forward ..... 2 M
Front couple forms an arch by raising joined hands and releasing hands of rear couple. Four step hops in place.
Rear couple moves forward through arch in four step hops and now becomes the front couple ..... 2 M
Repeat Part II..... 4 M

Part III: Two schottische steps moving forward ..... 2 M
Front couple releases joined inner hands and in four step hops, move outward and away, finishing in the rear of the couple which was behind them ..... 2 M
Repeat Part III ..... 4 M

Part IV: Same as Part I repeated..... 8 M

Part V: Take partner in Varsouvienne position, i.e., lady on the gentleman's right side, his right hand holding her right hand above her right shoulder and his left holding her left in front of his left shoulder.
Two schottische steps forward without the hop..... 2 M
Four slow walking steps (look at partner while strolling)..... 2 M
Man turns to right by straightening left arm and bending right, thus changing direction but keeping lady's hands grasped, their left hands now being over her left shoulder.
Repeat Part V in another direction ..... 4 M

During the four measure interlude find another couple to form the "four-horse hitch". Then repeat the first four parts described above.

MARCHING THRU GEORGIA

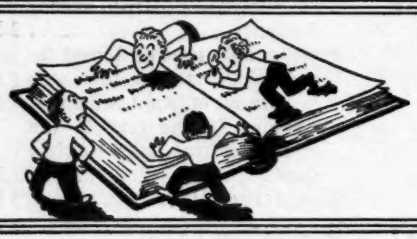
Big Circle Mixer

Music: Marching Through Georgia (Windsor 7112, Folkraft 1015)

Formation: Partners in single circle; facing center.

Call:
Swing your left hand lady, boy
For she's your corner girl;
Go home and swing your honey,
Give that babe a whirl;
Dos-a-dos your corner girl
And swing her once again
The same as we do down in Georgia
Promenade! Promenade!
Around the ring you go;
Turn back! Turn back!
And don't you be so slow
Now join your hands and step right in
And give that Rebel Yell
The same as we do down in Georgia

Note: Promenade is by couples, counterclockwise; "Turn back" is by couples, clockwise.



BOOK Reviews

Edited by K. W. Bookwalter

ARMBRUSTER, DAVID A., *Skills in Sports for Men and Women,* St. Louis, C. V. Mosby Company, 1953. 325 pp. $3.50.

This source covers 28 sports of team, dual and individual type. It aims to give a digest of the basic essentials of each. Rules, skills, history, etiquette, and safety practices are treated.

References and drawings clarify and enhance each chapter and the sports are generally explained for men and women and for all ages. Film sources are usually cited when available.

This source should be quite helpful for teachers of classes in minor sports for professional students.

K. W. BOOKWALTER

DEWITT, R. T., *Teaching Individual and Team Sports,* New York, Prentice-Hall, Inc., 1953. 497 pp. $5.00.

The text is devoted to 25 of the so-called minor sports. Each chapter is subdivided into background, basic skills, teaching procedure, and skill tests. A final chapter treats of teaching, testing, and grading. The lesson plans are quite helpful.

Consultants were used for the various sports to provide criticism and authority to the wide spread of activities. Many line drawings add to the clarity of the content. Terms are defined throughout, and bibliographies for each sport are included.

The sports covered are archery, badminton, baseball, basketball, bowling, boxing, gymnastics and tumbling, football, golf, handball, horse shoe pitching, ice hockey, lacrosse, paddle tennis, shuffleboard, soccer, speedball, squash rackets, swimming, table tennis, tennis, track and field, volleyball, water polo, and wrestling.

K. W. BOOKWALTER

ETHEREDGE, MAUDE LEE, *Health Facts for College Students, A Textbook of Individual and Community Health* (Sixth Edition), Philadelphia, W. B. Saunders Company, 332 pp., $4.00.

This text is an effort to answer the problems common to college age youth. It is in its sixth edition and thus tested by experience, and brought up to date through constant revision. A survey of the following topics will indicate their appropriateness for the age group.

Its chapter titles include: mobilizing world interests for health, why health is essential, mental health, sleep-rest-fatigue, food and its relation to health, composition and function of food, the results of unwise eating, teeth and their relation to diet and health, circulatory system, bony structure and muscular system, respiratory system, how we inherit, from friendship to marriage, marriage-home-and parenthood, reproduction, allergy, the body's outer covering, vision and hearing, nervous system, drinking-smoking-and narcotics, endocrine glands, cancer, bacteria-viruses-and immunity, some communicable diseases, venereal diseases, diseases conveyed by insects, housing and health, supervision of health, first aid.

K. W. BOOKWALTER

GROUT, RUTH E., *Health Teaching in Schools,* Philadelphia, W. B. Saunders Co., 1953. Second Edition. 353 pp. $4.25.

This revision is particularly well adapted to use in teacher education courses. It includes material on the nature of health education; health needs of children, home, school, and community; educational principles; methods; planning; guides to health teaching in elementary and secondary schools; evaluation; and co-workers in health education.

A list of general references enhances the value of the text. Other valuable contributions include a list of sources of free materials; a check list for evaluating content of health courses; a list of pupil's problems and activities concerning alcohol, tobacco, and drugs; suggested experiences and content intended to develop individual responsibility for group health; and a good index.

J. K. RASH

LARSON, LEONARD; MOREY R. FIELDS, and MILTON GABRIELSON, *Problems in Health, Physical Education, and Recreation,* New York, Prentice-Hall, Inc., 1953. 340 pp. $5.50.

The introductory chapter sets the stage for the organization of a seminar on problems and a development of a modern philosophy of education.

Functions and duties are outlined, guides for desirable job performances and current practices

are discussed, and chapter 6 deals with major problems in need of solution using the frame work of what? why? how? when? and where? criteria. Some exemplary problems are listed. Part II is highly unique to the course as taught at New York University. It's rationale is logical but difficult to impart without overlap to the usual student.

Procedures for problem solving include: resources, plans or designs, methodology, research techniques, analysis procedures, preparation of reports. These receive limited treatment since the course emphasis is upon recognition and isolation of problems. A helpful bibliography and an appendix conclude the text which is provocative of potential problems and highly suggestive of techniques for their solution.

KARL W. BOOKWALTER

MEYER, L. R. "DUTCH" *Spread Formation Football*, New York, Prentice-Hall, Inc., 1952. 245 pp. $2.95.

L. R. "Dutch" Meyer, successful football coach at Texas Christian University, has given the basis for his deceptive, colorful and sound "spread formation" football.

Not only does Coach Meyer give his reasons for a "spread" formation but also shows how he incorporates the three offensive musts, running, passing, and kicking, into a cohesive performance. The basic formations are designed against both orthodox and unorthodox defenses, showing all the different offensive maneuvers. In addition, Coach Meyer has shown variations of his basic formations.

Since the "spread" formation lends itself to successful passing, the author devotes an entire chapter to (1) the theory and fundamentals of forward passing and (2) the various type passes, such as short zone and deep zone passes, which are a real part of this offense.

Many diagrams and pictures are included. This book will be a valuable addition to the library of a coach who wants to learn more about an offense that is sound, yet different.

JOHN B. DAUGHERTY

QUIRKE, TERRENCE T., *Canoes The World Over*, Urbana, Illinois, University of Illinois Press, 1952. 137 pp. $4.50.

The sportsman will find this book a most interesting one. Seldom is found such a skillful presentation of archeological records, accounts of contemporary primitive tribes, and personal exploration as is found in this volume. The person, who is interested in odd facts, history, and the role of the canoe as a necessary means of man's self-preservation, will find the book quite stimulating and delightful.

Thirty-seven illustrations of the most interesting types described by the author are very well executed. The artist has captured the texture and atmosphere of the canoes, as described by the author.

The author has portrayed through his descriptions his interest in canoeing. He tells about the things he has found interesting about the canoes of various kinds, how the canoes are made, the uses for which the canoes best fit, and about the men who have used them.

This is indeed a valuable reference book for the canoeing sportsman, who wishes to know about the simple dugout, African dugout, American dugout, reed, skin-covered, primitive skin-covered, bark, birchbark, sailing, and double canoes. A glossary and bibliography are fine additions to the book.

CAROLYN W. BOOKWALTER

SUGGS, LOUISE, *Par Golf for Women*, New York, Prentice-Hall, Inc. 1953, 120 pp. $2.20.

Par Golf for Women, written by one of America's leading woman golfers, gives a detailed description of the author's golf game.

Miss Suggs emphasizes an understanding of the fundamentals of the swing, concentration on perfecting the swing by acquiring a mental picture of the motor coordinations involved, and a willingness to practice before appearing on the golf course.

The sections of the book devoted to the analysis of Miss Suggs' game are expressed in the first person. Miss Suggs' descriptions include her grip and stance, wood shots, iron shots, pitching and chipping, putting, and playing the trouble shots, including shots from traps, long grass, and unusual lies.

The materials are presented in an interesting manner and the analyses are good. The numerous full plate illustrations along with several sequence illustrations are valuable supplements to the descriptive analyses.

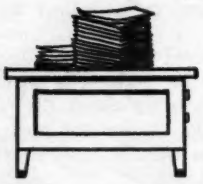
MARJORIE PHILLIPS

TURNESA, JIM, *12 Lessons to Better Golf*, New York, Prentice-Hall, Inc., 1953. 180 pp. $2.95.

Utilizing the desirable medium of photography Jim Turnesa shows as well as explains the basic fundamentals of the game of golf. The book is written in a lesson form devoted to the various phases of the game, and is aimed at the so-called weekend golfer. It's purpose is to show the average golfer how to improve his game through a systematic twelve-week lesson pattern.

The twelve lessons presented deal with the basic fundamentals of the game, and suggestions are offered for correcting common errors.

GEORGE COUSINS



Recent ARTICLES

Edited by H. J. Montoye

ADDISON, V. E., *et al.*, "The Effect of Amount and Type of Protein in Breakfasts on Blood Sugar Levels," *Journal of the American Dietetic Association,* 29:674-7, 1953.

Blood sugar levels were observed in fourteen subjects for three and one-half hours, following breakfasts containing either animal protein (approximately 15 grams) plus fat and carbohydrates, or plant protein (approximately 15 grams) plus fat and carbohydrates. There was no significant difference in the blood sugar curves following the two types of breakfasts when determinations were made every thirty minutes for the three and one-half hours. The blood sugar level was maintained significantly above the fasting level for only the first sixty minutes after breakfast. Beyond this time, the sugar in the blood was not significantly different from the fasting level.

HENRY J. MONTOYE

BROZEK, JOSEPH, "To Be Or Not To Be—Fat (and how to tell if you are)," *Journal Of the American Dietetic Association,* 29:344-5, 1953.

In this non-technical article, the author discusses the limitations of "Tables of Average Weights." Despite the crudeness of techniques for classifying individuals as overweight or underweight, recent mortality statistics (1950) based upon 25,998 men and 24,901 women support the earlier studies, indicating that overweight people tend to die prematurely.

Several techniques for evaluating the nutritional status (that is, whether, or not, there is excess fat) are discussed. The author concludes that more refined techniques in weight and analysis will permit individual interpretations, as well as group trend analysis.

HENRY J. MONTOYE

COLEMAN, M. C., W. W. TUTTLE, and K. DAUM, "Effects of Protein Source on Maintaining Blood Sugar Levels After Breakfast," *Journal of the American Dietetic Association,* 29:239-44, 1953.

Blood sugar levels were observed for three and one-half hours in thirteen subjects, following breakfasts containing either animal protein (approximately 25 grams) plus fat and carbohydrates, or plant protein (approximately 25 grams) plus fat and carbohydrates. Determinations of blood sugar level were made every thirty minutes. Breakfasts containing plant and animal protein were equally effective in maintaining blood sugar above the fasting level. Even three and one-half hours after breakfast, blood sugar was still above the fasting level. Breakfasts containing a combination of animal and plant protein were also just as effective in maintaining the blood sugar level.

The results of this study were compared with those of two previous investigations. The results were comparable in the three studies.

HENRY J. MONTOYE

TANNER, J. M., "The Relation Between Serum Cholesterol and Physique in Healthy Young Men," *Journal of Physiology,* 115:371-89, December 28, 1951.

The following measurements were taken on forty-six healthy young men, ages 18-36 years: serum cholesterol, oral and rectal temperature, resting heart and respiration rates, Sheldon body type, subcutaneous tissue (fat) measurements, leptosomic factor and androgyny (masculinity) scores.

Statistically significant correlation coefficients were reported for serum cholesterol and: (1) subscapular subcutaneous tissue, 0.43, (2) endomorphy 0.394 and (3) weight, 0.324. Serum cholesterol was also significantly negatively related to outside air temperature. The other coefficients were not statistically significant.

HENRY J. MONTOYE

THOMAS, WESLEY E., "Liability of Teachers," *Michigan Education Journal,* 30:233, November, 1952.

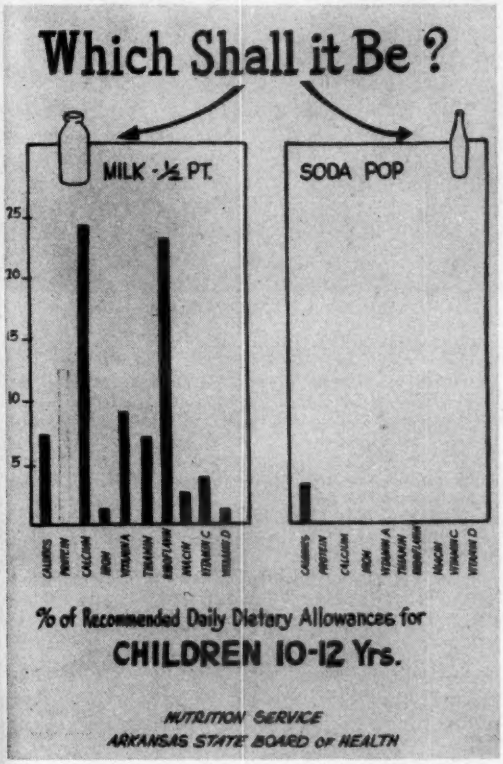
Liability is the responsibility for a wrongful act which may be tried in court. Pleading ignorance of responsibility is no defense. It is based on the principle that he who does injury to a person or property is liable for damages for the injuries inflicted. It is the act one commits and not the fact that a person is employed as a teacher which makes him subject to liability. The teacher is

responsible for the education, health and general welfare of the children while they are in his care.

Negligence resulting when acting in line of duty may make the teacher liable. It depends upon the facts in the case. Three cases are cited to show how the facts affect a liability case. Michigan laws will protect a teacher in most cases, but not one who wilfully inflicts injury upon a pupil.

A teacher is considered to be in place of the parent, and thus, under certain conditions has similar rights and duties as those of a parent. A teacher in exercising these rights and duties must act as a *reasonable* and *prudent* parent would. No law will protect the unreasonable and grossly negligent acts of a teacher.

MYRON J. SMITH



Recipe for a Teacher

Select a young and pleasing personality, trim off all mannerisms of voice, dress, or deportment. Pour over it a mixture of equal parts of the wisdom of Solomon, the courage of young Dan'l, the strength of Samson, and the patience of Job.

Season with the salt of experience, the pepper of animation, the oil of sympathy, and a dash of humor.

Stew for about four years in a hot classroom, testing occasionally with the fork of criticism thrust in by a principal or superintendent.

When done to a turn, garnish with a meager salary and serve hot to the community.

—W. K. STREIT

The Importance of a Teacher

All the high hopes which I do avowedly entertain of a more glorious future for the human race are built upon the elevation of the teacher's profession and the enlargement of the teacher's usefulness. Whatever ground of confidence there may be for the perpetuation of our civil and religious liberties; whatever prospect of the elevation of our posterity; whatever faith in a more glorious future for the world—these aspirations and this faith depend upon teachers, more than upon any, more than upon all other human instrumentalities united.

—HORACE MANN in a lecture,
The Teacher's Motives, 1858.
N.E.A. News

The Best Teacher

He is the best teacher in any given case who arouses the student to energetic action, directs his efforts in the right way to consistent, worthy, and noble ends; causes him to form manly, tasteful, and proper habits, and creates within him a thirst for knowledge and for personal excellence that will bear him firmly thru all the allurements of dissipation, the dazzling splendor of posterity, or the deep, dark gloom of poverty.

—BRAXTON CRAVEN, quoted in
School and Society
July 19, 1952, p35.
N.E.A. News

SOME CHUCKLES

The government not only has the bad habit of living beyond its income, but also beyond ours.
(In the Box)

Anyone who passes the buck today ought to feel like 30 cents.
(Topnotcher)

You don't have to stay awake nights to become a success. Just stay awake days.
—THE LINCOLN.

The hand that lifts the cup that cheers should not be used to shift the gears.
—CUDAHY FORCE.

Who's Who in the Profession

Edited by K. W. Bookwalter

DAVID K. BRACE was born at Lincoln, Nebraska, on September 4, 1891. He received the A.B. degree from Reed College in 1915; the M.A. degree from Teachers College, Columbia University in 1921; and the Ph.D. degree from Teachers College, Columbia University, in 1927.

His professional experience includes: teaching physical education in junior high school, directing the program for physical education in colleges in China, and teaching physical education at Teachers College, Columbia University; Boston University; University of Southern California; University of Iowa; University of Colorado; and the University of Texas. He is at present Professor of Physical and Health Education Chairman of the Department of Physical and Health Education, University of Texas. He has served as Principal Specialist in Physical Fitness, U. S. Office of Education; president of the American Academy of Physical Education; president of the Texas Association for HPER; president of the Southern District, AAHPER; and as chairman for many local, state, district, and national committees.

He is a Fellow of the AAHPER. He is listed in *Who's Who in American Education and Leaders in Education.*

His contribution to the literature include: *Measuring Motor Ability* and *Health and Physical Education for Junior and Senior High Schools.*

DAVID KINGSLEY BRACE

WILLIAM LEONARD HUGHES

WILLIAM LEONARD HUGHES was born in Edgar, Nebraska, on January 30, 1895. He received the A.B. degree from Nebraska Wesleyan University in 1919, the M.A. (1924) and the Ph.D. (1932) degrees from Teachers College, Columbia University. In 1949, he received the Sc.D. in Physical Education from Boston University.

He has served as a high school teacher of physical education, as Assistant Professor and Coach at Oberlin College; Director of Health, Physical Education, Athletics and Coach at DePauw University; Associate Professor, Professor, and Acting Chairman, Department of Health, Physical Education, and Recreation, Teachers College, Columbia University; and at present he is Director and Professor of Health and Physical Education at Temple University.

He served as consultant to the Division of Physical Fitness, U. S. office of Education in 1943; Board of Education of the Philadelphia Public Schools; and the Research Division New York State Department of Education. He was a member of the National Committee and Council, U. S. Division of Physical Fitness; Director of the National Conference for Undergraduate Professional Preparation in Health Education, Physical Education and Recreation. He is a member of the Academy of AAHPER and a fellow of the AAHPER and APHA. member of the Academy of AAHPER and a Fellow of the AAHPER and APHA.

His contributions to the literature include: *Administration of Health and Physical Education in Colleges, Book of Major Sports, Football, Basketball, Baseball, Track and Field; Sports, Their Organization and Administration, and Health Problems and How to Solve Them.*

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